

**USING SONGS AND MOVIES IN TEACHING LISTENING  
COMPREHENSION BY THE ENGLISH TEACHER  
AT SMK BATIK 1 SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor Degree  
of Education in English Department School Teacher Training and Education**

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**APPROVAL**

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Surakarta, 30<sup>th</sup> October 2021

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# **USING SONGS AND MOVIES IN TEACHING LISTENING COMPREHENSION BY THE ENGLISH TEACHER AT SMK BATIK 1 SURAKARTA**

## **Abstrak**

Penelitian ini bertujuan untuk (1) Mendeskripsikan penerapan penggunaan lagu dan film dalam pembelajaran listening di SMK Batik 1 Surakarta. (2) Untuk mengetahui kelebihan dan kekurangan penggunaan lagu dan film dalam pembelajaran listening di SMK Batik 1 Surakarta. Jenis penelitian ini adalah deskriptif kualitatif. Subjek dalam penelitian ini adalah guru bahasa Inggris di SMK Batik 1 Surakarta yang mengajar listening comprehension menggunakan lagu dan film. Pengumpulan data dilakukan dengan dua teknik yaitu wawancara dan telaah dokumen. Ada tiga kegiatan untuk menganalisis: reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Analisis dilakukan untuk mendeskripsikan implementasi penggunaan lagu dan film dalam pengajaran listening serta kelebihan dan kekurangannya. Hasil penelitian menunjukkan bahwa (1) penggunaan lagu dan film diimplementasikan dengan baik oleh guru dan membawa keuntungan dari penggunaan lagu dan film sebagai media untuk mengajar mendengarkan di kelas EFL. Guru selalu menyiapkan RPP sebelum mengajar, ada langkah-langkah pengajaran yang terdiri dari pendahuluan, kegiatan inti, dan kegiatan penutup atau closing, bahan ajar, dan evaluasi. (2) Penggunaan lagu dan film dalam pengajaran mendengarkan memiliki kelebihan dan kekurangan. Penggunaan lagu mampu memotivasi dan menghibur siswa dalam belajar, lagu dapat membuat pembelajaran lebih menyenangkan, juga membantu siswa untuk lebih mudah menghafal kosakata dan melatih pengucapannya. Sementara itu, penggunaan lagu terkadang tidak cocok untuk semua siswa, sulitnya memantau siswa dalam mendengarkan lagu, dan kosa kata yang diberikan oleh lagu bisa buruk atau tidak baku. Penggunaan film membawa beberapa keuntungan untuk membantu siswa mengalami penggunaan bahasa dalam konteks nyata, film meningkatkan motivasi siswa dalam belajar, film membantu siswa meningkatkan perhatian dan fokus mereka, film membantu siswa untuk mengalami bahasa yang sebenarnya dan bagaimana bahasa yang digunakan berdasarkan film. Sedangkan film memakan waktu dan membosankan karena durasi yang lama, siswa hanya dapat memperhatikan aktor atau aktris dalam film dan melupakan tugas, film bahasa Inggris di kelas EFL akan mengurangi waktu siswa untuk melakukan kegiatan kelas seperti menulis atau berdiskusi, dan sulit memantau siswa dalam menonton film secara mandiri di rumah selama pembelajaran jarak jauh. Disarankan kepada guru untuk menerapkan lagu dan film dengan berbagai teknik pengajaran untuk membantu siswa dalam pemahaman mendengarkan.

**Kata Kunci:** Lagu, Film, Listening Comprehension, SMK Batik 1 Surakarta

## **Abstract**

This research has purpose to (1) To describe the implementation of using songs and movies in teaching listening at SMK Batik 1 Surakarta. (2) To investigate advantages and disadvantages of using songs and movies in teaching listening at SMK Batik 1 Surakarta. The type of this research is descriptive qualitative. The subject in this research was the English teacher at SMK Batik 1 Surakarta who teach listening comprehension using songs and movie. The data were gathered using two techniques: interview and document review. There were three activities to analyze: data reduction, data display, and conclusion drawing/verification. The analysis was done to describe the implementation using songs and movie in teaching listening as well as its advantages and disadvantages. The results show that (1) the use of songs and movies is well implemented by the teacher and brings the advantages of the use of songs and movies as media to teach listening in the EFL classroom. The teacher always prepare lesson plan before teaching, there are teaching steps that consists of introduction, core activity, and closing or closure activity, teaching material, and evaluation. (2) The use of songs and movies in teaching listening has advantages and disadvantages. The use of songs is able to motivate and entertain the students in the learning, songs can make the learning more fun, also help the students to easily memorize vocabulary and practice the pronunciation. Meanwhile, the use of songs is sometimes not suitable to all students, difficult to monitor students in listening songs, and the vocabularies provided by the songs can be poor or non-standard. The use of movies bring some advantages to help students experience to the use of language in the real contexts, movies increase the motivation of students in the learning, movies help students increase their attention and focus, movies help students to experience the real language and how the language is used based on the movies. Meanwhile, movie is time consuming and boring due to the long duration, students can only pay attention to the actor or actress in the movie and forget about the task, English movies in the EFL classroom will reduce students' time to do classroom activities such as writing or having discussion, and it is difficult to monitor students in watching movie independently at home during distance learning. It is recommended to the teacher to apply songs and movies with various teaching techniques to help students in listening comprehension.

**Keywords:** Songs, Movies, Listening Comprehension, SMK Batik 1 Surakarta

## **1. INTRODUCTION**

Listening is very basic language skill is consistently interrelated and intervened with the other language talking abilities, reading and writing (Richards, 1990). Listening raises awareness of language because it is a receptive skill that first develops in humans. In addition, listening is the most vital part of communication

because it is very important in providing a substantial and meaningful response. Especially in learning a language for communicative purposes, listening plays an important role, because it can help learners to get pronunciation, word stress, vocabulary, and syntax and understanding of the message conveyed can only be based on tone of voice and accent, and that is only possible if we listen. Without understanding the input correctly and accordingly, learning will not get any improvement. Without listening skills, no communication can be achieved (Cross, D., 1998). Listening regarded as a process rather than product (Vandergrift, 2007). Listening should be considered from beginning to end as an active process of translating meaning.

According to Rost (2002) and Hamouda (2013), listening ability is an interactive process in which listeners are involved in constructing meaning. Listeners understand speech through sound discrimination, prior knowledge, grammatical structure, stress and intonation as well as other linguistic or non-linguistic clues. There are many difficulties that students may find in the process of listening comprehension and therefore the aim is to remember the problem and look to solve it. Some of these problems are cross-cultural, standards of recording material, unfamiliar vocabulary, accents, and listening speed and duration (Azmi Bingol et al., 2014). Difficult grammatical structures, unfamiliar words and the length of the spoken text are the foremost important message factors for listening problems (Hasan, 2000).

After passing the interview, observation and initial investigation stages at SMK Batik 1 Surakarta, the researchers found many problems related to listening comprehension for students at SMK Batik 1 Surakarta, especially in tenth grade students. This is due to the fact that tenth graders are considered beginner level learners. The most severe problem is the lack of motivation and low interest of students in improving listening skills in the learning process and the lack of time to evaluate their learning outcomes.

This shows that the English skills of tenth graders at SMK Batik 1 Surakarta are low, due to the few hours of learning foreign languages. The students are not interested when learning a new language because it is something unknown and

mysterious and they do not know what to expect and how to take action. This causes the low interest of students in improving skills in listening to the learning process. Learning new words and expressions is difficult even in the mother tongue. The students have less vocabulary knowledge because it is something they hear often, they don't listen to useful resources or read to improve their skills and enrich their vocabulary and cause problems during the evaluation process in class and strengthen their listening skills.

To overcome the problems due to student's listening skills at SMK Batik 1 Surakarta, English teachers have made many efforts. Various listening resources can be used in language classes such as recorded textbooks, guest speakers, teacher talks, student talks, TV, videos, DVDs, radio, songs and the internet (Wilson, 2008). One way that English teachers can motivate students to deepen their listening comprehension and listening skills with English songs and films. The teaching and learning process using media, namely songs and movies, really helps English teachers to teach listening skills and provides an interesting way for students to achieve learning objectives. The media has contributed a lot in helping students to understand the lessons delivered well. The content of the song can be one of the influential factors in determining the improvement of students' listening abilities or skills (Rosova, 2007). Songs have a place in the classroom to help create a friendly and cooperative atmosphere for language learning, but they can offer much more. He also mentions the idea that songs are an effective tool in education (Haghverdi, 2015).

Meanwhile, by watching movies, students are introduced to the important context of language and various vocabularies that they do not acquire in classroom learning. In addition, they will hear the right stress, intonation and pronunciation, as well as good expressions. The use of video films can motivate students to actively participate in learning because with film media there are interesting pictures and sounds. It can also help educators to introduce new vocabulary, convey information, messages, grammar and entertainment at the same time. Video is seen as a very important resource to use in EFL\ESL classrooms because it is dynamic, direct, and accessible (Lonergan in Walker, 1997).



The facts found at SMK Batik 1 Surakarta and related theories are the basis for researchers to conduct further investigations or observations about the combination of songs and films in teaching listening comprehension conducted by English teachers at the school. The aims of this study are: (1) To describe the implementation of the use of songs and films in listening learning at SMK Batik 1 Surakarta. (2) To find out the advantages and disadvantages of using songs and films in listening learning at SMK Batik 1 Surakarta.

## **2. METHOD**

The type of research is a qualitative descriptive study. The subjects in this study were English teachers at SMK Batik 1 Surakarta who taught listening comprehension using songs and films. This research data comes from interviews, and document review.

In this study, the researcher used several theories to analyze the data. The process of teaching listening using songs and films was analyzed using the theory of listening teaching patterns by Buenoet al., (2006: 321). While the analysis of the advantages and disadvantages of teaching using songs uses the theory of Brewer (1995). Here, the researcher compares the related theory with the data obtained through interviews and document analysis.

## **3. FINDINGS AND DISCUSSION**

### **3.1 Findings**

#### **3.1.1 The Implementation of Using Songs and Movies in Teaching Listening at SMK Batik 1 Surakarta**

In the implementation of using songs and movies in teaching listening at SMK Batik 1 Surakarta, there are some processes conducted by the English teacher. The processes can be explained as follow.

##### **1) Preparing a lesson plan**

Before the teacher held the teaching and learning process, the teacher always prepare a lesson plan, it can be seen from the interview with the English teacher, as follow.

*“Sebelum melaksanakan pembelajaran, pertama tentunya saya menyiapkan Lesson Plan, tentunya. Lesson Plan ini mengenai materi yang akan disampaikan kepada siswa dan dapat membantu saya untuk mengevaluasi jalannya pembelajaran. Karena Covid 19 ini ya Lesson Plan juga disesuaikan dengan system atau prosedur pembelajaran daring ini. Untuk pembelajaran daring ini, saya menggunakan social media Whatsapp dan juga Google Classroom”. ( Before carrying out the lesson, first, of course, I prepared a Lesson Plan. This Lesson Plan is about the material that will be presented to students and can help me evaluate the course of learning. During this Covid 19 pandemic, the Lesson Plan is also adapted to this online learning system or procedure. For this online learning, I use social media Whatsapp and also Google Classroom).*

As seen from the interview above with the English teacher, the first step in implementing the use of songs and films in teaching listening at SMK Batik 1 Surakarta is to prepare lesson plans. A lesson plan is the instructor's roadmap of what students need to learn and how it will be done effectively during class time. A lesson plan is a guide that tutors use every day to find out what students will learn, how the lesson will be further taught, and how learning is evaluated.

Lesson plans allow teachers to teach more effectively in the classroom by providing in-depth outlines that they adhere to during each class. During the Covid 19 pandemic, the lesson plans made by teachers were adapted to the online learning system. The learning process in elementary schools to colleges has referred to policies issued by the government and has completely changed from face-to-face to online learning. Social media applications such as Whatsapp and Google Classroom are used by teachers as a medium for teaching.

Teachers use Whatsapp as the main place and information center, where teachers and students share learning materials, especially songs and videos and other information in listening comprehension learning. The Whatsapp app allows students to access digital materials and use them to communicate with other students living in other areas. In addition, teachers use the Whatsapp application to support the online teaching and learning process. On Whatsapp, teachers and students can communicate more intensively because this application allows participants to view learning materials, as well as listen to the voice of the teacher who sends the material. Meanwhile, Google Classroom is a Learning Management System (LMS) offered by Google for teachers. The

app provides a central location for communicating with students, asking questions, and creating assignments.

## 2) Steps in teaching and learning listening using songs and movies

There are several steps in the teaching and learning listening using songs and movies, the teacher explained it in the interview, as follow.

*“Dalam pembelajaran listening comprehension ini, di waktu Covid 19, sesuai dengan lesson plan yang telah dibuat. Pembelajaran dilakukan secara online lewat aplikasi Whatsapp dan Google Classroom. Ada tiga tahap dalam proses pembelajarannya, pertama yaitu pendahuluan, lalu kegiatan inti, dan yang terakhir adalah closing. Semua dilakukan secara online.”* ( In this listening comprehension lesson, during Covid 19, according to the lesson plan that has been made. Learning is done online through the Whatsapp and Google Classroom applications. There are three stages in the learning process, the first is the introduction, then the core activity, and the last is the closing. All are done online).

As seen in the results of the interview with the English teacher above, there are three steps in implementing the use of songs and films in listening learning at SMK Batik 1 Surakarta. The steps are introduction, core activity, and closing or closing activities. All stages are carried out online using the Whatsapp and Google Classroom applications.

## 3) Teaching Materials

Teaching/learning materials are a collection of materials including animate and inanimate objects and human and non-human resources that can be used by a teacher in teaching and learning situations to assist in achieving the desired learning objectives. Based on the results of interviews with English teachers, teaching materials for listening comprehension were selected from various sources and taken from authentic sources with appropriate media. In implementing the use of songs and films in listening learning at SMK Batik 1 Surakarta, the material for songs and films was taken from the internet, Youtube media, and esl-lab.com. While exercises or worksheets for songs and movies are usually taken from internet sources such as ESL. printable worksheets, ESL listening resources, etc. The interview with the English teacher is as follows.

*“Materi-materi yang digunakan untuk mengajar tentunya di dapatkan dari berbagai sumber, juga sumber yang autentik, seperti textbook. Untuk materi-materi listening songs dan movies biasanya ya di ambil dari internet saja, Youtube media, dan sebagainya. Ada juga dari sumber internet seperti esl-lab.com. Lalu untuk exercises atau worksheetnya biasanya mengambil dari*

*sumber internet juga seperti esl.printable worksheet, lalu esl.listening.com, dan sebagainya.”* (The materials used for teaching are of course obtained from various sources, as well as authentic sources, such as textbooks. For listening songs and movies, the materials are usually taken from the internet, Youtube media, and so on. There are also internet sources such as esl-lab.com. Then, for exercises or worksheets, the materials usually taken from the internet sources, such as esl.printable worksheet, then esl.listening.com, and so on).

Based on the interview with the English teacher above, it can be seen that song and film material for listening learning is usually taken from internet sources, Youtube, and esl-lab. While the exercises or worksheets for listening are usually taken from internet sources such as esl.printable.com worksheet and esl.listening.com.

#### 4) Evaluation

Evaluation plays an infinite role within the teaching-learning process. It helps teachers and learners to enhance teaching and learning. Evaluation may be a continuous process and a periodic exercise. It helps in forming the values of judgment, educational status, or achievement of student.

To do an assessment, a teacher should consider many aspects in determining the final scores of the students. In the implementation of using songs and movies in teaching listening at SMK Batik 1 Surakarta, the evaluation is done by using songs and movie worksheet. It is as stated by the English teacher in the interview, as follow.

*“Dalam mengevaluasi siswa pada skill listening juga menggunakan songs dan movies worksheet. Siswa diberikan tugas untuk mendengarkan lagu yang sudah saya pilihkan dan juga menonton movie yang saya tentukan secara mandiri, kemudian saya akan memberikan worksheet sesuai dengan songs dan movies yang sudah saya berikan. Siswa mengerjakan secara mandiri tugas songs and movies yang saya berikan dengan dateline sampai sebelum pertemuan berikutnya. Kemudian, saya akan menilai hasil kerja mereka dan menshare scorenya di pertemuan berikutnya. Biasanya score atau nilai tugas saya umumkan melalui media Whatsaap”.* (In evaluating students on listening skills, I also use songs and movies worksheet. Students are given the task of listening to the songs that I have chosen and also watching the movies that I determined independently, then I will give a worksheet according to the songs and movies that I have given. Students work independently on the songs and movies assignment that I gave with a dateline that is before the next meeting. Then, I will assess their work and share the score at the next meeting. Usually the score or the value of the assignment will be announced via WhatsApp media).

Based on the above results of interview with the English teacher, it can be seen that the evaluation in the implementation of using songs and movies in teaching listening at SMK Batik 1 Surakarta is done by using songs and movie worksheet.

### 3.1.2 Advantages and Disadvantages of Using Songs and Movies in Teaching Listening at SMK Batik 1 Surakarta

This section shows the findings on the advantages and disadvantages of using songs and movie in teaching listening by the English teacher at SMK Batik 1 Surakarta.

#### 1) Advantages and Disadvantages of Using Songs in Teaching Listening

There are several advantages of using songs in teaching listening comprehension as stated by the English teacher of SMK Batik 1 Surakarta, as follow.

*“Penggunaan songs untuk pembelajaran listening ada banyak manfaatnya atau keuntungannya, dari pengalaman saya, English songs akan memberikan motivasi kepada siswa untuk belajar listening bahasa Inggris. Kemudian penggunaan songs juga memberikan siswa hiburan atau entertaining siswa, fun learning dan relaxing. Selain itu, songs juga dapat membantu siswa untuk memperbanyak kosa kata dan membantu dalam pronunciation mereka. Siswa lebih mudah mengingat kosa kata melalui songs.”* (The use of songs for teaching and learning listening has many benefits or advantages, based on my experience English songs will motivate students to learn English listening. Then, the use of songs also gives students entertainment or entertaining students, fun learning and relaxing. In addition, songs can also help students to increase their vocabulary and help in their pronunciation. Students are easier to remember vocabulary through songs).

Based on the above interview with the English teacher, it can be found that there are some advantages of using songs in teaching listening experienced by the teacher, they are as follow.

- a) The use of English songs in teaching listening gives students motivation to learn English. Better familiarity with songs improves students' status with the peer group and the students' identity with the singers and wants to understand the words.
- b) The use of songs in teaching listening is entertaining and fun learning. The main reason is the good atmosphere they create in the classroom.

Students relate to songs as part of entertainment rather than work and find learning vocabulary through songs amusing rather than tedious.

- c) The use of songs in teaching listening can make the students relax in the learning.
- d) The use of English songs can help the students to easily memorize English vocabulary and practice the pronunciation. They are enjoyable and therefore memorable.

Songs are one kind of listening activity that have a broad potential. Music and songs are essential parts of growing and learning. Children like to sing and teachers naturally use songs to show them concepts and language in an exceedingly fun way, however there are also some disadvantages of using songs in teaching listening comprehension, as stated by teacher or informant as follow.

*“Selain ada manfaatnya juga teaching listening using songs ada kekurangannya atau disadvantagesnya, yaitu tidak semua siswa dapat menyukai lagu yang sama, atau tidak semua siswa suka mendengarkan music atau songs. Dan lagi, untuk pembelajaran online, sulit untuk memonitor siswa dalam mendengarkan lagu dan mengerjakan tugasnya. Kosa kata yang ada dalam songs kadang juga kurang bagus apabila terlalu banyak lirik yang menggunakan slang words atau kosa kata yang kurang baku”.* (Aside from the advantages, teaching listening using songs also has its disadvantages, not all students can like the same song, or not all students like listening to music or songs. Moreover, for online learning, it is difficult to monitor students in listening to songs and doing their assignments. The vocabulary in the songs is sometimes also not good if too many lyrics use slang words or vocabulary that is not standard).

Based on the above interview with the English teacher, it can be found some disadvantages of using songs in teaching listening as follow.

- a) The use of songs in teaching listening comprehension cannot always suitable with the students since they have different taste of songs and not all students will like to listen to music or songs.
- b) It is difficult to monitor students to listen to the songs provided by the teacher and do the task related to the songs, particularly in the online learning protocol.
- c) The vocabularies in the song is sometimes poor, especially if too many slang, swearing or non-standard vocabulary.

Based on the above findings, it can be concluded that there are some advantages and disadvantages of using songs in teaching listening comprehension. The use of songs is able to motivate and entertain the students in the learning, songs can make the learning more fun, also help the students to easily memorize vocabulary and practice the pronunciation. Meanwhile, the use of songs is sometimes not suitable to all students, difficult to monitor students in listening songs, and the vocabularies provided by the songs can be poor or non-standard.

## 2) Advantages and Disadvantages of Using Movies in Teaching Listening

Movies may be good authentic learning materials for listening skill, because they contain dialogues from highly proficient English speakers, which could contribute to a better understanding of their pronunciation. Movies allow students to access to more information in listening. That is, the learners can listen and see what's happening at the identical time. There are many advantages of using English movie in EFL classroom as stated by the English teacher at SMK Batik 1 Surakarta, as follow.

*“Dalam menggunakan movies or film di dalam pembelajaran listening ada banyak manfaatnya karena movie or film merupakan media pembelajaran yang autentik. Penggunaan movies dapat meningkatkan motivasi siswa dalam pembelajaran listening. Movies juga dapat meningkatkan perhatian dan fokus siswa, movies menjadikan siswa lebih aktif dalam pembelajaran. Movie dapat memberikan gambaran nyata kepada siswa tentang penggunaan kosa kata bahasa Inggris melalui budaya dan behaviournya. Movie juga memberikan konteks dan kosa kata yang bermakna, memaparkan siswa pada ekspresi alami dan pengucapan yang alami”.* (There are many advantages in using movies or films in teaching and learning listening because movies or films are authentic learning media. The use of movies can increase students' motivation in the learning listening. Movies can also increase students' attention and focus, movies make students more active in the learning. Movies can give students a real picture of the use of English vocabulary through culture and behavior. Movies also provide context and meaningful vocabulary, exposing students to natural expressions and natural pronunciation).

Based on the above interview with the English teacher, it can be found several advantages of using movies in teaching listening comprehension, as follow.

- a) A movie is an authentic material. Authentic materials give the students experience to the use of language in the real contexts.

- b) The use of movies in teaching listening is able to increase the motivation of students in the learning listening.
- c) The use of movies in teaching listening is able to increase their attention and focus.
- d) The use of movies in teaching listening can make the students learn about the language used in the environment, not the language used in the purpose of learning material. The students will experience the real language and how the language is used based on the movies.
- e) The use of movies in teaching listening can help the students to learn how language is used in the interaction; how intonation differentiate the speakers' intention, how some gestures are used to indicate something, and how people sometimes not directly say what their meant explicitly.

As it is well known, everything has its drawbacks. Aside from so many advantages, the use of English movies in EFL classroom still has the disadvantages or problems. It is as stated by the English teacher of SMK Batik 1 Surakarta in the interview, as follow.

*“Penggunaan film atau movies dalam pembelajaran listening juga ada kekurangannya atau disadvantagesnya, melalui pengalaman saya, penggunaan movies memakan banyak waktu dalam pembelajaran, apalagi mereka harus menonton filmnya dan baca subtitlesnya. Movies juga terkadang dapat membosankan bagi siswa untuk ditonton sampai akhir. Siswa dapat hanya fokus dengan para pemain di dalam movies dan kurang memperhatikan aspek bahasa atau kosa kata yang harus dipelajari. Dalam pembelajaran daring ini, juga sulit untuk memonitor siswa dalam menonton film dan mengerjakan tugasnya.”* (The use of films or movies in teaching and learning listening also has its disadvantages, from my experience, using movies takes a lot of time in the learning, moreover students have to watch the film and read the subtitles in the same time. Movies can also sometimes be boring for students to watch until the end. Students can only focus on the players in the movies and pay less attention to aspects of language or vocabulary that must be learned. In this online learning, it is also difficult to monitor students in watching movies and doing their assignments).

Based on the above results of interview with the English teacher, it can be found some disadvantages of using movies in teaching listening comprehension, as follow.



- a) The use of movies in teaching listening is time consuming since students must watch the movie and read the subtitles of the movie in the same time.
- b) The long duration of the movies can make students feel boring to watch it until the end.
- c) Students can only pay attention to the actor or actress of the movies rather than the aspects of language that they must learn.
- d) It is difficult to monitor students when they watch movie independently at home during this distance learning protocol.

Based on the above findings, it can be concluded that there some advantages and disadvantages of the use of movies in teaching listening. The use of movies bring some advantages to help students experience to the use of language in the real contexts, movies increase the motivation of students in the learning, movies help students increase their attention and focus, movies help students to experience the real language and how the language is used based on the movies. Meanwhile, movie is time consuming and boring due to the long duration, students can only pay attention to the actor or actress in the movie and forget about the task, English movies in the EFL classroom will reduce students' time to do classroom activities such as writing or having discussion, and it is difficult to monitor students in watching movie independently at home during distance learning.

## **3.2 Discussion**

In this section, the discussion of the findings is presented. This discussion also divided into two sections in accordance to the findings. The discussion in detail is as follow.

### **3.2.1 The Implementation of Using Songs and Movies in Teaching Listening at SMK Batik 1 Surakarta**

The findings of the application of the use of songs and films in listening learning at SMK Batik 1 Surakarta show that the listening teaching and learning process carried out by the teacher has been carried out well and follows the listening

activity procedure proposed by Brown (2006) and Alberto (2010). The use of songs and films in teaching activities has been implemented well by the teacher and has had a good impact on the use of songs and films as a medium for teaching listening in the EFL class. Teachers always prepare lesson plans before teaching, there are teaching steps consisting of introduction, core activities, and closing or closing activities, teaching materials, and evaluation. In teaching listening using video, there are several important rules used by the teacher in the teaching process: a) plan to listen/watch. The review is in terms of vocabulary lists and worksheets if the teacher has, and any information the teacher has about the contents of the cassette/video, b) preview the video by identifying the kind of the program (news, documentaries, interviews, drama), viewing the video without sound, decide how to divide the video into sections and make a predictive list about the content. c) listen/look intensively at section by section, for each section must answer the worksheet questions section by section, write down key words that are understood and if the teacher does not have a worksheet then must write a brief summary of the section. d) monitor understanding whether it is in accordance with the predictions made by the teacher, and whether the summaries in each section are added to the opposite section, and e) evaluate the range of listening comprehension to determine students' listening abilities (Rubin, 1995)

In her research, Lidiyatul Izzah (2014) stated that activities that will be filled with songs in foreign language classes are classified into three groups, namely pre-listening, listening and post-listening activities. A teacher must consider carefully what students will do before, during, and after listening. Listening to songs is a form of listening activity that has good potential. Music and songs are a vital part of growth and learning. Children love to sing and teachers naturally use songs to show them language concepts in a way that is very enjoyable for students. The song used has fun characteristics and can make students excited. However, the most important feature of songs is repetition. They contain language patterns, but can also improve listening skills, provide a pleasant atmosphere and practice pronunciation and rhythm. Teachers can play songs several times each day, most scholars probably won't get bored. In addition, song is a very useful activity. There are many aspects

of language that are conveyed and obtained from the use of songs. Songs will be used at each stage of the lesson and there are many ways to incorporate them into lessons. Sometimes they are used as gap fillers and warm-ups, sometimes because they are the main part of the lesson, but sometimes they are there to create a fun atmosphere.

Listening is a component of a transactional process in which all participants simultaneously send and receive messages. The definition of listening is supported by four orientations or perspectives. First, from a receptive point of view, listening is seen as accepting what the speaker is actually saying. Second, from a transformative point of view, it means creating meaning through engagement, imagination, and empathy. Third, from a collaborative perspective, listening is negotiating meaning with the speaker and responding to it. Fourth, from a constructive attitude, listening can be interpreted as constructing and representing meaning. (Rost, 2002).

### 3.2.2 Advantages and Disadvantages of Using Songs and Movies in Teaching Listening at SMK Batik 1 Surakarta

Based on the findings, it was found some advantages and disadvantages of using songs and movies in teaching listening comprehension.

#### 1) Advantages of Using Songs and Movies

The use of songs can motivate and entertain students in learning, songs can make learning more fun, it also helps students to more easily memorize vocabulary and practice pronunciation. Sahin (2008) states that songs can also motivate students because they can provide a pleasant atmosphere. Experts are encouraged to be actively involved in the learning process by making use of their musical knowledge. During this time the use of songs helps students to develop confidence for acquisition. Orlova (2003) states that there are several benefits of working in school with songs: 1) Teaching vocabulary, especially in the vocabulary mastery stage. 2) Teaching grammar. 3) Practice rhythm, stress, and intonation patterns such as an English accent. 4) Teach speaking. The song and its lyrics are used to stimulate a discussion of sophistication. 5)

Practice the rhythm, stress, and intonation patterns of the English language. 6) Teaching listening. Music is often helpful for understanding.

If planned, implemented and evaluated properly, songs can be a useful tool for language learning. In addition, if the songs chosen are appropriate, then learning can be a fun and memorable experience. Lagu can bring benefits to learning a language, change the classroom atmosphere, the input language, and learn the pronunciation. In teaching and learning activities in the language laboratory, teachers and students enjoy learning. Then, without realizing they have recorded and memorized song lyrics over and over, they learn pronunciation, natural grammar and new vocabulary (Giraffe, 2002).

The use of films brings several advantages to help students experience the use of language in real contexts, films increase students' motivation in learning, films help students increase their attention and focus, films help students to experience actual language and how the language used is based on films. Videos, and especially movies, offer several advantages for improving listening skills. Although films are scripted, they are made to sound natural to native speakers and thus they represent the native language. Too many teaching materials are presented in artificial language that is slow and clear, but at some point students must be able to handle the language as it is spoken naturally. Because they do not live in an ESL context, films to some extent replace student input that they cannot get from outside the classroom. Watching movies in English provides many benefits for students. They can improve speaking and listening skills, improve their pronunciation and intonation and expand students' vocabulary knowledge (Porcel, 2010).

Marlina Sihombing (2018) found that by watching English films students can learn correct pronunciation, useful expressions from native speakers. There are several advantages to using film in proper EFL classes. These advantages include being able to develop intercultural communication and increase motivation and prepare learners for global citizenship (King, 2002). According to Hayati and Mohmedi (2011) the use of films is also one of the main channels where students can find out what is happening in the real

world. Films can describe real-life situations, students will indirectly feel what the characters in the film are experiencing. In addition, film is a visual medium and a good starting point for students to explore and know other cultures (Pegrum, 2008). This is where the role of the teacher is to open students' minds and provide an understanding of appropriate and inappropriate cultures for their age, society and cultural background. Teachers should be able to choose content that is suitable and not suitable for students so that they will only get meaningful and valuable messages from watching movies rather than getting negative things.

## 2) Disadvantages of Using Songs and Movies

The use of songs is sometimes not suitable to all students, difficult to monitor students in listening songs, and the vocabularies provided by the songs can be poor or non-standard. This is in line with Jensen (2000) that a lot of teachers don't have sufficient knowledge about music and teacher-training programs don't involve anything regarding a way to utilize music in pedagogy. Another disadvantage of using songs is that the lack of the flexibility to curtail the tempo of the song when a grammatically difficult part is playing, or to lock it when there's the repetition of certain parts (Miller, 2002). Moreover, some teachers might imagine that they cannot sing, but using songs within the classroom for this aim doesn't necessitate any expertise during this field. Teachers can accompany the song while it's playing or in cases where students don't choose to sing a song alone.

In addition, movie is time consuming and boring due to the long duration, students can only pay attention to the actor or actress in the movie and forget about the task, English movies in the EFL classroom will reduce students' time to do classroom activities such as writing or having discussion, and it is difficult to monitor students in watching movie independently at home during distance learning. There are several obstacles in playing films in the classroom such as the language level of films is too high for the students. The use of language by film actors is very different from the use of everyday language, because the language used by actors is the language of native speakers. There are also

incomplete sentences with wrong prefixes and doubts, loosely packed information, background noise and so on. Overlap and interruptions between speakers are easy to spot. All of that is found in the film. Another obstacle, for teachers, is to design activities related to curricular content and also the needs and interests of students to watch movies. Sometimes it takes time. Not many teachers have enough time to try and do that. Thus, teaching English using films is a challenge for some teachers (Wilson, 2011).

#### **4. CLOSING**

Based on the findings, the researcher concludes that the use of songs and movies is well implemented by the teacher and brings the advantages of the use of songs and movies as media to teach listening in the EFL classroom. The teacher always prepare lesson plan before teaching, there are teaching steps that consists of introduction, core activity, and closing or closure activity, teaching material, and evaluation. There are some advantages and disadvantages of using songs in teaching listening comprehension. The use of songs is able to motivate and entertain the students in the learning, songs can make the learning more fun, also help the students to easily memorize vocabulary and practice the pronunciation. Meanwhile, the use of songs is sometimes not suitable to all students, difficult to monitor students in listening songs, and the vocabularies provided by the songs can be poor or non-standard. There are also some the advantages and disadvantages of using movies in teaching listening comprehension. The use of movies bring some advantages to help students experience to the use of language in the real contexts, movies increase the motivation of students in the learning, movies help students increase their attention and focus, movies help students to experience the real language and how the language is used based on the movies. Meanwhile, movie is time consuming and boring due to the long duration, students can only pay attention to the actor or actress in the movie and forget about the task, English movies in the EFL classroom will reduce students' time to do classroom activities such as writing or having discussion, and it is difficult to monitor students in watching movie independently at home during distance learning.

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